



GLOBALCOMMUNITIES

BSGC 398A Global Service: Alternative Break/International Service; (3 credits); Spring 2017

Instructor

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COURSE OVERVIEW

This course begins with the premise that community service is a valuable response to the social problems that we face in today's society. Students will be introduced to existing responses to social problems and will work to formulate their own individual and collective responses. These issues include: Definitions of Service, Global Citizenship, Social Justice, Community Development, Poverty, the Environment, and Marginalized Populations.

COURSE OBJECTIVES

- Demonstrate understanding of cultural competencies, in order to communicate effectively across cultural differences in a diverse society and world.
- Demonstrate understanding of and connections between service-learning scholarship and issues affecting marginalized communities to your service project, in international and domestic (U.S.) contexts.
- Explore ideas of global citizenship and the relationship with service in a global context.
- Identify personal priorities and develop an action plan for civic engagement in a diverse global society.

REQUIREMENTS

- Successfully complete an approved Alternative Break or International Service program (including pre/post-departure service projects, meetings and on-the-ground service).
- Complete assignments and participate in online discussions.
- Deliver a presentation on your service program.
- Complete TED Talk paper and final papers and submit them on time.

Pre-approved Alternative Break or International Service programs include:

- The Bahamas: Environmental Conservation and Eco-Tourism
- Guatemala: Sustainable Community Development
- Haiti: Rebuilding a People and Place
- Dominican Republic: Community Development and Education
- Nashville, Tennessee: Immigration and Refugees
- Washington, DC: Human Trafficking
- Ecuador: Community Development and Education
- Maryland Adventure Program (MAP): Parque Internacional La Amistad in Panama and Costa Rica
- Engineers Without Borders

- Students Helping Honduras
- Dental Brigades in Honduras

If you wish to participate on a program or create an independent international service project, you must receive approval from the instructor **prior** to the start of the course.

EXPECTATIONS/ATTENDANCE

All students are expected to attend all classes and online sessions. University policy excuses absences due to illness, religious observances, participation in official University activities, and circumstances beyond the student's control. It is the responsibility of the student to provide a signed note explaining the reason for missing a class. Students who are ill during a major grading event or who experience prolonged illness leading to more than one absence are required to provide official documentation from the University Health Center or their own health provider.

I expect all students to notify me of an impending absence in advance. A minimum of 24 hours prior notice is required, except in the case of severe emergency. Absences which do not meet the above mentioned criteria will be classified as unexcused, and participation points may be deducted from your grade.

LATE POLICY

All assignments, papers, and presentations are expected to be turned in/concluded by the deadline listed in the Course Schedule below. Work turned in after the deadline will be marked down one-half (1/2) letter grade for each day that it is late.

STUDENTS WITH DISABILITIES

We will make every effort to accommodate students who are registered with the Disability Support Services Office and who provide us with a University of Maryland DSS Accommodation form which has been updated for the current semester. Additional information and support is available through Disability Support Services at <http://www.counseling.umd.edu/DSS/>.

INCLEMENT WEATHER

This course will be conducted entirely online. In the event of inclement weather, I still expect that assignments will be completed and turned in on time. If there is a power outage due to a storm, alternative arrangements will be made.

RELIGIOUS OBSERVANCES

I will take care to avoid scheduling deadlines or events on major religious holidays. If you need to make additional arrangements because a colloquium or event coincides with participation in religious observances, please be sure to notify me in writing before the end of the schedule adjustment period.

ACADEMIC INTEGRITY

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit www.shc.umd.edu.

TECHNOLOGY REQUIREMENTS

This course will be conducted entirely online, with the exception of your service presentation. In order to participate in the course, you will need access to a computer with Internet access, one or more Web browsers (e.g. Firefox, Safari) and any browser plug-ins that may be needed to interact with the digital media content. Discussion forums will be conducted in ELMS and students are expected to follow proper Netiquette <http://www.albion.com/netiquette/corerules.html>. For more information on technical requirements, see: <https://www.itsc.umd.edu/>.

COURSE SCHEDULE

Required Readings/Assignments	Assignment Due
What is Service <ul style="list-style-type: none"> ▪ Read: Rank Service Activity ▪ Read: “Critical Elements of Thoughtful Community Service” 	Discussion: February 8 Comments: February 10
Community Development <ul style="list-style-type: none"> ▪ Read: “A Bottom-Up Approach to Rebuilding Neighborhoods” ▪ Read: “Who is Driving Development?” 	Discussion: February 15 Comments: February 17
International Volunteerism and Global Citizenship <ul style="list-style-type: none"> ▪ Watch: TED Talk: Peter Haas: “Haiti’s disaster of engineering” http://www.ted.com/talks/peter_haas_haiti_s_disaster_of_engineering.html ▪ Read: “Trips with Benefits. ▪ Read: “Global Citizenship: What Are We Talking About and Why Does It Matter?” 	Discussion: February 22 Comments: February 24
Poverty <ul style="list-style-type: none"> ▪ Read: Play “Spent,” an online simulation for a family living on minimum wage in the U.S. http://playspent.org ▪ Read: “Creating a World Without Poverty: Social Business and the Future of Capitalism” 	Discussion: March 1 Comments: March 3
TED Talk Paper Due	March 3
Health <ul style="list-style-type: none"> ▪ Read: “It’s Not Just Genetics” 	Discussion: March 8 Comments: March 10
Single Stories <ul style="list-style-type: none"> ▪ Watch: TEDTalk: Chimamanda Adichie: “The Danger of a Single Story.” http://www.youtube.com/watch?v=D9lhs241zeg 	Discussion: March 15 Comments March 17
March 20-24 – No Class (Spring Break) March 27-31 – No Class (Prepare for Presentation)	
Service Presentations	April 3 – April 7
International Service Program Participation Due	April 14
Final Paper Due	April 14

ASSIGNMENTS AND GRADING

A. International Service Program Participation – 50 points

Successfully complete an approved Alternative Break or International Service program (winter, spring, or summer). Ask your staff/faculty advisor to send me an email, confirming your full participation in the program: nvinski@umd.edu. Due on or before April 14.

B. On-Line Discussions – Class Participation – 120 points

This course will be conducted entirely online, with the exception of your class presentation, which may be done in-person. Discussion posts must be completed by 5 pm Wednesday and comments must be made no later than 5 pm Friday.

Discussion Posts (respond to discussion questions)

- Please respond to all of the questions.
- Responses to each question must be at least 4 sentences long.
- Due no later than Wednesday at 5 pm.

Comments (comments you make in response to your classmates' posts)

- Please make at least 3 comments to 3 different classmates.
- Comments must be at least 3 sentences long.
- Due no later than Friday at 5 pm.

C. Service Presentation – 40 points

There are two presentation options:

1) Give your presentation **in person during the week of April 3-7, 2017** in the Dorchester Classroom. A sign-up sheet with time slot options will be posted.

or

2) Record your presentation in advance (using MS Powerpoint, Prezi, etc.) and **submit electronically by 5 pm on April 3, 2017 (note the earlier deadline for this option)**. Before choosing this option, be sure that you have the appropriate technological skills and equipment access to record and upload successfully.

All presentations should include:

- Program location and population served (5 points)
- Issue addressed (e.g. engineering) and your specific service activities (5 points)
- Key learning take-always from the experience (10 points)
- How you plan to integrate the learning from this experience into your future academic and career plans (10 points)
- Overall presentation: Strong voice, good visuals, and presentation stays within time frame (10 points)

D. TED Talk Paper – 30 points

Peter Haas: "Haiti's disaster of engineering"

http://www.ted.com/talks/peter_haas_haiti_s_disaster_of_engineering.html

Write a 500 word summary and answer the following questions:

- What is your initial reaction to Haas's assertion that "... it was not a natural disaster. It was a disaster of engineering."? Do you agree or disagree? Why? (5 points)

- Haas argues that effecting change in countries with similar building structures as Haiti involves more than policy making . . . it involves “reaching out to masons on the ground”. How does one reach out effectively and efficiently to those “on the ground” to bring out change? What are your ideas? What have you experienced, either in your alternative break trip or other travel or service experiences? (15 points)
- How does the session topic relate to your International Service program (e.g. similar “issue”, location, population served, challenges, etc.)? After viewing the talk, has your view on the topic changed? Why or why not? (10 points)

TED Talk Paper Format:

- Use 1 inch margins and 10-12 point Times New Roman, Calibri, or Arial fonts; double space and number the pages.
- This is a graded college writing assignment; spelling, grammar, and organization count. (Writing Center links: www.english.umd.edu/academics/writingcenter/resources/links) Carefully proofread and correct your work prior to submitting it.
- Submit via ELMS on or before **March 3**.

E. Final Paper – 60 points

The final paper will be a culmination of your service experiences, course readings, and class discussions.

- Begin with an overview of your international service experience. (5 points)
 - Describe the location of your service site and service projects.
 - Include details about the organization’s mission, activities, clients/audience.
- Describe an example of a cross-cultural communication success (or miss-step) that you experienced at your service location. (10 points)
- **Cite at least 3 references from the ELMS readings and at least 3 new resources** and reflect on your experiences with each of the topics below: (15 points)
 1. Service-Learning and Community Development
 2. International Volunteerism and Global Citizenship
 3. Poverty and Health
- What concrete recommendations and action steps would you suggest to improve services to the clients served by the organization? (5 points)
- Write about positive outcomes of your service experience. How will you implement the lessons and teachings from your service experience into your future academic and career endeavors? (15 points)
- Identify personal priorities and develop a personal action plan for civic engagement in a diverse global society. (10 points)

Final Paper Format:

- Include your name, UID, date submitted, and assignment title
- 750-1000 words in length. Use 1 inch margins and 12 point Times New Roman, Calibri, or Arial fonts; double space and number the pages.
- This is a graded college writing assignment; spelling, grammar, and organization count. (Writing Center links: www.english.umd.edu/academics/writingcenter/resources/links) Carefully proofread and correct your work prior to submitting it.
- Submit via ELMS on or before **April 14**.

F. Final Grading Scale

REQUIREMENT	POSSIBLE POINTS
On-Line Discussion Forums – Class Participation	120
International Service Program Participation	50
Service Presentation	40
TED Talk Paper	30
Final Paper	60
Total	300

REFERENCES

- Eyler, Janet, and Dwight Giles. "Thoughtful Service: The Adapted Five Critical Elements." *Where's the Learning in Service Learning*. N.p., 1999. Web. <http://www.indianacampuscompact.org/images/stories/pdf_uploads/Adapted_Five_Critical_ElementsII.pdf>.
- Green, Madeleine F. "Global Citizenship: What Are We Talking About and Why Does It Matter?" *Global Higher Ed*. N.p., Jan. 2012. Web. <http://globalhighered.files.wordpress.com/2012/03/ti_global_citizen.pdf>.
- Mathie, Alison. "Who Is Driving Development? Reflections on the Transformative Potential of Asset-based Community Development." *Coady International Institute*, Oct. 2003. Web. <http://www.academia.edu/727921/Who_is_Driving_Development_Reflections_on_the_transformative_potential_of_asset-based_community_development>.
- Moore, Henry. "A Bottom-Up Approach to Rebuilding Neighborhoods." *Project for Public Spaces*. Project for Public Spaces, 1 Jan. 2009. Web. <<http://www.pps.org/reference/hmoore/>>.
- Musgrave, Gary W. "Trips with Benefits." *Conde Nast Travler* Feb. 2013: 51-60. Print.
- Yunus, Muhammad. "Creating a World Without Poverty: Social Business and the Future of Capitalism." *Global Urban Development*, Nov. 2008. Web. <<http://www.globalurban.org/GUDMag08Vol4Iss2/Yunus.pdf>>.